

APPENDIX F

SUPPLEMENT FOR CHAPTER 4

This appendix provides supplementary information for the analyses reported in Chapter 4. Each Exhibit in the appendix corresponds to an Exhibit of the same number in Chapter 4. The boxes at the bottom of each Exhibit refer to District Eisenhower Coordinator Telephone Survey item numbers or composite variables on which the exhibit is based. District Coordinator Survey item numbers begin with the letter “D,” followed by the section of the survey (part A or B) and the item involved. For example, item numbers “DA044_1, DA044_2, and DA044_3” refer to the District Coordinator Survey part A, item 44_1, 2, and 3. (Item 44_1 is shown on printed copies of the survey as 44a, 44_2 is shown as 44b, etc.) All items referred to in the chapter appear at the end of Appendix G, in Exhibit 5.11d. Composite variables, which appear in all capital letters (for example, PCTIDW), are defined in Exhibit 5.11b.

EXHIBIT F.4.1

Percent of Teachers in Districts Using Eisenhower Funds to Support Professional Development Activities, by Subject Area (n=353)

Subject Areas	Percent
Math	98.74
Science	98.67
Language Arts	43.87
Social Studies	26.41
Technology	24.23
Art or Music	5.24
Health or PE	1.86
Special Education	4.28
Other subjects	11.75

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998, reporting on the 1997-1998 school year.

Variables: DA044_1-3

EXHIBIT F.4.2

Percent of Participations in Eisenhower-assisted Professional Development Activities, by Subject Area (n=312)

Subject Areas	Percent of Participations
Math	43.99
Science	30.22
Technology	3.56
Combination of math, science, & technology	11.43
Other subjects	10.78

Source: District coordinator lists of Eisenhower-assisted activities provided in the district from July 1 through December 31, 1997.

Variables: PCTACT

EXHIBIT F.4.3

Percent of Participations in Traditional Types of Eisenhower-assisted Activities (n=353)

Traditional Types of Professional Development	Percent of Participations
In-district workshops and institutes	55.88
Out-of-district workshops and conferences	20.64

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: PCTIDW, PCTODW

EXHIBIT F.4.4a

Percent of Eisenhower-assisted In-district Workshops and Institutes,
by Contact Hours (n=314¹)

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EXHIBIT F.4.4b

Percent of Eisenhower-assisted In-district Workshops and Institutes,
by Time Span (n=314)

Duration	Percent
Total Contact Hours	
Less than 4 hours	17.95
4-8 hours	34.74
9-40 hours	38.31
More than 40 hours	8.98
Span Over Time	
One day	31.74
2-7 days	36.59
8 days to one month	8.08
One month to one year	16.25
More than one year	7.32

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DA083_1-4, DA084_1-5

¹ Of our total sample of 363 district Eisenhower coordinators, 314 provided Eisenhower-assisted in-district workshops and institutes; therefore all analyses that pertain to in-district workshops and institutes have a sample of 314.

EXHIBIT F.4.5a

Percent of Teachers in Districts in which Eisenhower-assisted In-district Workshops and Institutes Include Collective Participation (n=314)

Collective Participation	Percent
All Teachers in Department or Grade	74.35
All Teachers in School	58.19

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.
Variables: DA078_3, DA078_4 if DA072=1

EXHIBIT F.4.5b

Collective Participation in Eisenhower-assisted In-district Workshops and Institutes, Overall and by District Poverty and District Size (n=314)

	Mean	SD	n	F	df	p	Significant Tukey Pairwise Contrasts (where $p \leq .05$)			
Overall	.66	.38	314							
Poverty Level				.77	2, 302	.46	Low	Medium	High	
Low	.64	(.37)	97							
Medium	.65	(.37)	119							
High	.70	(.39)	98							
District Size				6.52	3, 302	.00	Small	Medium	Large	Consortium
Small	.55	(.36)	68						x	
Medium	.62	(.37)	116				x		x	
Large	.77	(.37)	96							
Consortium	.71	(.39)	34							
Poverty*Size				1.82	6, 302	.09				

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.
Variables: sch-base

EXHIBIT F.4.6

Percent of Teachers in Districts that Provide Each of Five Types of Opportunities for Active Learning in Eisenhower-assisted In-district Workshops and Institutes (n=314)

Types of active learning	Percent
Observe professional development providers demonstrating or modeling skills	96.06
Observe other teachers teaching	74.22
Practice under simulated conditions with feedback	69.36
Meet in groups to discuss problems in implementation	96.80
Observed teaching in his or her own classroom	49.10

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DA081_1, DA081_2, DA081_3, DA081_4, DA081_5 where DA071=1 and DA072=1

EXHIBIT F.4.7

Number of Types of Opportunities for Active Learning in Eisenhower-assisted In-District Workshops and Institutes, Overall and by District Poverty and District Size (n=314)

	Mean	SD	n	F	df	p	Significant Tukey Pairwise Contrasts (where $p \leq .05$)			
Overall	3.83	(1.10)	314							
Poverty Level				1.03	2, 302	0.35	Low	Medium	High	
Low	3.70	(0.99)	108							
Medium	3.81	(1.13)	118							
High	4.07	(1.11)	88							
District Size				11.10	3, 302	0.00	Small	Medium	Large	Consortium
Small	3.29	(1.15)	68							
Medium	3.76	(0.98)	116				x			
Large	4.29	(0.94)	96				x	x		
Consortium	3.94	(1.16)	34				x			
Poverty*Size				.37	6, 302	0.90				

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: STCHIDW

EXHIBIT F.4.8a

Percent of Teachers in Districts That Support Reform Types of Professional Development Activities with Eisenhower Funds (n=353)

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EXHIBIT F.4.8b

Percent of Participations in Reform Types of Eisenhower-assisted Professional Development Activities (n=353)

Types of reform activities	Percent of teachers in districts that use Eisenhower funds to support reform types of professional development activities	Percent of participations in reform types of Eisenhower-assisted activities
Study Group	20.55	5.43
Teacher Network	37.49	4.49
Mentoring	30.22	2.51
Committee or Task Force	35.42	3.48
Internship	3.57	.18
Individual Research Project	6.54	.24

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: 8a. HASSTD, HASNET, HASMNT, HASCOM, HASRCT, HASCRS, HASINT, HASRES where NUMTYPER ne 0; 8b. PCTSTD, PCTNET, PCTMNT, PCTCOM, PCTRCT, PCTCRS, PCTINT, PCTRES

EXHIBIT F.4.9a

Percent of Participations in Reform Types of Eisenhower-assisted Professional Development Activities, Overall and by District Poverty and District Size (n=353)

	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>F</i>	<i>df</i>	<i>p</i>	<i>Significant Tukey Pairwise Contrasts (where $p \leq .05$)</i>			
Overall	16.33	(6.71)	353							
Poverty Level				5.57	2, 341	0.00	Low	Medium	High	
Low	13.96	(19.94)	119							
Medium	19.78	(22.35)	128							
High	14.95	(20.88)	106							
District Size				1.24	3, 341	0.29	Small	Medium	Large	Consortium
Small	13.31	(23.86)	90							
Medium	16.33	(19.61)	128							
Large	19.34	(21.83)	98							
Consortium	14.83	(17.41)	37							
Poverty*Size				2.23	6, 341	0.04				

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: new3

EXHIBIT F.4.9b

Percent of Teacher Participations in Reform Types of Professional Development Activities, Interaction of District Poverty and District Size (n=353)

District Size	High Poverty		Medium Poverty		Low Poverty	
	Mean	SD	Mean	SD	Mean	SD
Small	6.18	(14.95)	19.40	(26.76)	11.85	(24.48)
Medium	13.54	(17.55)	15.55	(19.73)	18.82	(20.81)
Large	20.94	(24.71)	24.34	(22.35)	8.84	(8.43)
Consortium	6.47	(12.79)	22.88	(19.42)	9.39	(10.84)

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

EXHIBIT F.4.10

Number of Types of Eisenhower-assisted Activities, Overall and by District Poverty and District Size (n=353)

	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>F</i>	<i>df</i>	<i>p</i>	<i>Significant Tukey Pairwise Contrasts (where $p \leq .05$)</i>			
Overall	3.41	(1.67)	353							
Poverty Level				4.37	2, 341	0.00	Low	Medium	High	
Low	3.02	(1.55)	119							
Medium	3.63	(1.58)	128				X			
High	3.69	(1.85)	106				X			
District Size				26.23	3, 341	0.00	Small	Medium	Large	Consortium
Small	2.42	(1.31)	90							
Medium	3.23	(1.29)	128				X			
Large	4.39	(1.80)	98				X	X		
Consortium	3.85	(1.80)	37				X			
Poverty*Size				.87	6, 341	.51				

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: NUMTYPEF

EXHIBIT F.4.11a

Percent of Teachers in Districts by Span of Eisenhower-assisted Reform Activities (n varies by type)

Types of reform activities	Percent of teachers in districts with typical activities lasting less than one month	Percent of teachers in districts with typical activities lasting from one month to one year	Percent of teachers in districts with typical activities lasting more than a year
Study groups	44.48	39.49	16.02
Teacher Networks	25.09	46.25	28.66
Mentoring	24.95	53.84	21.21
Committee or task force	42.91	44.67	12.41
Internships	55.55	44.44	0.0
Individual research	25.00	58.33	16.67

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DURINTN, DURMNTN, DURCOMN, DURSTDN, DURRESN, DURNETN

EXHIBIT F.4.11b

Average Span of Eisenhower-assisted Activities, Overall and by District Poverty and District Size (n=353)

	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>F</i>	<i>df</i>	<i>p</i>	<i>Significant Tukey Pairwise Contrasts (where $p \leq .05$)</i>			
Overall	1.39	(.47)	353							
Poverty Level				1.63	2, 341	0.20	Low	Medium	High	
Low	1.36	(.47)	119							
Medium	1.42	(.48)	128							
High	1.40	(.46)	106							
District Size				3.43	3, 341	0.02	Small	Medium	Large	Consortium
Small	1.28	(.43)	90							
Medium	1.39	(.49)	128							
Large	1.50	(.45)	98				X			
Consortium	1.40	(.49)	37							
Poverty*Size				1.20	6, 341	.30				

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DURATION

EXHIBIT F.4.12

Percent of Teachers in Districts That Fund Workshops with Eisenhower Funds, Other Sources, or Not At All (n=353)

Types of traditional activities	Percent of teachers in districts that fund workshops with Eisenhower funds	Percent of teachers in districts that fund workshops without Eisenhower funds	Percent of teachers in districts that do not offer workshops at all
In-district workshops	89.18	3.43	7.33
Out-of-district workshops	81.73	7.47	10.80

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DA071, DA072 DA085, DA086

EXHIBIT F.4.13

Percent of Teachers in Districts That Fund Reform Activities with Eisenhower Funds, Other Sources, or Not at All (n=353)

Types of reform activities	Percent of teachers in districts that offer activity and support it with Eisenhower funds	Percent of teachers in districts that offer activity and support it without Eisenhower funds	Percent of teachers in districts that do not offer activity at all
Study groups	20.55	27.86	51.59
Teacher networks	37.49	23.96	38.54
Mentoring	30.22	31.49	38.29
Committee or task force	35.42	35.37	29.21
Internships	3.57	16.71	79.71
Individual research	6.54	18.92	74.54

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DA099, DA100, DA107, DA108, DA114, DA115, DA127, DA128, DA135, DA136, DA142, DA143

EXHIBIT F.4.14

Percent of Teachers in Districts that Report Placing No, Some, or a Strong Emphasis on Recruiting Teachers of Special Student Populations (n=363)

Special populations of teachers	No emphasis	Some emphasis	Strong emphasis
Teachers in Title I schools	41.58	28.21	30.21
Special education teachers	40.69	38.64	20.67
Limited English	53.49	26.87	19.63
Low achievement schools	33.36	23.16	43.48
High poverty schools	42.38	17.95	39.66

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DB068, DB069, DB070, DB071, DB072

EXHIBIT F.4.15

Correlation of the Emphasis on Recruitment of Teachers of Special Populations of Students (n=363)

Special populations of teachers	Teachers in Title I schools	Special Education	Limited English Proficient	Low Achievement
Special education teachers	.65***			
Limited English	.55***	.62***		
Low achievement schools	.63***	.59***	.53***	
High poverty schools	.68***	.55***	.59***	.76***

***p<.001

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DB068, DB069, DB070, DB071, DB072

EXHIBIT F.4.16

Extent of Recruitment of Teachers of Special Populations of Students, Overall and by District Poverty and District Size (n=363)

	Mean	SD	n	F	df	p	Significant Tukey Pairwise Contrasts (where $p \leq .05$)			
Overall	1.88	(22.03)	363							
Poverty Level				14.56	2, 351	0.00	Low	Medium	High	
Low	1.70	(.61)	124							
Medium	1.83	(.66)	131							
High	2.18	(.72)	108				x	x		
District Size				6.75	3, 351	0.00	Small	Medium	Large	Consortium
Small	1.64	(.64)	98							
Medium	1.85	(.69)	130							
Large	2.15	(.66)	98				x	x		
Consortium	1.84	(.74)	37							
Poverty*Size				.87	6, 351	.51				

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: Special

EXHIBIT F.4.17

Percent of Participations in District Eisenhower-assisted Activities by How Teachers Come to Participate (n=358²)

Methods of Participation	Percent of Participations
Volunteer	67.68
Principal Selected	24.21
Provider Selected	2.28
Rotation	4.96
Other Ways	3.72

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DA063_1, DA063_2, DA063_3, DA063_4, DA063_5

EXHIBIT F.4.18

Percent of Teachers in Districts That Use Various Strategies to Increase the Participation of Teachers in Eisenhower-assisted Activities (n=363)

Strategies to Increase Participation	Percent
Publicize	95.79
Tailor the focus towards the needs of special populations	79.72
Use incentives	71.90
Other strategies	22.92
No special strategies are used	0.80

Source: Telephone Survey of District Eisenhower Coordinators, Spring 1998.

Variables: DB075_1, DB075_2, DB075_3, DB075_4, DB075_5

² Of our total sample of 363 district Eisenhower coordinators, five did not answer this survey question; therefore the sample size for this variable was 358.